

| <b>7TH</b>    |             |   |                                     |
|---------------|-------------|---|-------------------------------------|
|               |             | <b>COMMUNICATION ARTS</b>   |                                     |
| <b>DOMAIN</b> | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>  | <b>PRIORITY EXPECTATION</b>         |
| Reading       | ca.r.7.1    | Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text | <input checked="" type="checkbox"/> |
|               | ca.r.7.2    | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials             |                                     |
|               | ca.r.7.3    | Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence  | <input checked="" type="checkbox"/> |
|               | ca.r.7.4    | Summarize the text distinct from personal opinions  | <input checked="" type="checkbox"/> |
|               | ca.r.7.5    | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text  | <input checked="" type="checkbox"/> |
|               | ca.r.7.6    | Analyze how specific word choices contribute to meaning and tone  |                                     |
|               | ca.r.7.7    | Analyze how the setting, characters, and plot of a text affect each other   | <input checked="" type="checkbox"/> |
|               | ca.r.7.8    | Explain how characters and settings reflect historical and/or cultural  |                                     |
|               | ca.r.7.9    | Read and comprehend literature, including stories, dramas, and poems, independently and proficiently  | <input checked="" type="checkbox"/> |
|               | ca.r.7.10   | Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence   | <input checked="" type="checkbox"/> |
|               | ca.r.7.11   | Analyze how a text's organization or overall structure contributes to meaning   |                                     |
|               | ca.r.7.12   | Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others   | <input checked="" type="checkbox"/> |
|               | ca.r.7.13   | Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims   | <input checked="" type="checkbox"/> |

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|         | ca.r.7.14 | Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning  |     |
|         | ca.r.7.15 | Read and comprehend informational text independently and proficiently   |     |
|         | ca.r.7.16 | Explain how contemporary texts make use of archetypcal characters or universal themes from older or traditional texts   | ✓   |
|         | ca.r.7.17 | Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience (i.e. moral, philosophical, ethical, aesthetic)   |     |
|         | ca.r.7.18 | Participate as knowledgeable, reflective, and creative members of a variety of literacy communitis  |     |
|         | ca.r.7.19 | Establish a personal connection within various forms of literature in regards to personal faith, family, and community  | ✓   |
| Writing | ca.w.7.1  | Conduct research to answer questions by:<br>a. gathering relevant information from multiple print and digital sources<br>b. using search terms effectively<br>c. assessing the credibility and accuracy of sources<br>d. quoting and paraphrasing data and conclusions of others, avoiding plagiarism<br>e. using a standard format for citation (MLA, APA) | c,e |
|         | ca.w.7.2  | Follow a writing process to produce clear and coherent writing by:<br>a. developing, organizing, and using the style appropriate to task, purpose, and audience<br>b. developing and using voice appropriate to the task, purpose, and audience<br>c. developing writing with narrative, expository, and argumentative techniques                           | a,b |

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|  | ca.w.7.3  | Develop narratives, including poems, about real or imagined experiences<br>a. establish and maintain consistent point of view<br>b. clearly identify characters<br>c. create well-structured event sequences and relevant descriptive details  |                                     |
|  | ca.w.7.4  | Use expository writing to inform and explain a topic being examined<br>a. provide relevant facts, examples, and details<br>b. establish relationships between ideas and supporting evidence  |                                     |
|  | ca.w.7.5  | Develop an argument by introducing and supporting a claim<br>a. use clear reasons and relevant evidence<br>b. acknowledge counterclaims<br>c. establish relationships between claims and supporting evidence   |                                     |
|  | ca.w.7.6  | Review, revise, and edit writing with consideration for task, purpose, and audience<br>a. organize content and introduce the topic<br>b. maintain a clear focus throughout the text<br>c. provide a conclusion that follows from the text<br>d. add or delete content to clarify meaning | <input checked="" type="checkbox"/> |
|  | ca.w.7.7  | Use appropriate and precise language for the style, task, and audience   | <input checked="" type="checkbox"/> |
|  | ca.w.7.8  | Convey the relationship of ideas through varied sentence structure   |                                     |
|  | ca.w.7.9  | Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts   |                                     |
|  | ca.w.7.10 | Use technology, including the Internet, to publish writing<br>a. link to and cite sources<br>b. interact and collaborate with others   |                                     |

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| Language             | ca.l.7.1  | <p>Demonstrate command of the conventions of English grammar and usage</p> <p>a. use correct capitalization, punctuation, and spelling</p> <p>b. use correct comma placement</p> <p>c. demonstrate correct usage of simple, compound, complex, and compound-complex sentences to signal different relationships among ideas</p> | <input checked="" type="checkbox"/> |
|                      | ca.l.7.2  | <p>Explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</p>  | <input checked="" type="checkbox"/> |
|                      | ca.l.7.3  | <p>Ensure that pronouns are in the proper case (nominative, possessive, objective)</p>  |                                     |
|                      | ca.l.7.4  | <p>Use Intensive pronouns</p>   |                                     |
|                      | ca.l.7.5  | <p>Recognize and correct inappropriate shifts in pronoun number and person</p>  |                                     |
|                      | ca.l.7.6  | <p>Use pronouns in agreement with their noun antecedents</p>  |                                     |
|                      | ca.l.7.7  | <p>Use punctuation to set off nonrestrictive/parenthetical elements</p>   |                                     |
|                      | ca.l.7.8  | <p>Use verbs in agreement with subjects in complex sentences</p>  |                                     |
|                      | ca.l.7.9  | <p>Explain and use descriptive and limiting adjectives</p>  |                                     |
|                      | ca.l.7.10 | <p>Explain and use adverbs</p>  |                                     |
|                      | ca.l.7.11 | <p>Explain and use periods, commas, semicolons, colons, quotation marks, apostrophes, hyphens, dashes, question marks, exclamation points, underlining, and capitalization</p>  | <input checked="" type="checkbox"/> |
| Speaking & Listening | ca.sl.7.1 | <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed</p>  | <input checked="" type="checkbox"/> |

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|                                     | ca.sl.7.2   | Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration, and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.3   | Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views   | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.4   | Speak clearly, audibly, and to the point using conventions of language as appropriate to task, purpose, and audience when presenting, including appropriate volume at an understandable pace   | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.5   | Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint   | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.6   | Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points   | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.7   | Use spoken, written, and visual language to accomplish one's own purpose (i.e. for learning, enjoyment, persuasion, and the exchange of information)   | <input checked="" type="checkbox"/> |
|                                     | ca.sl.7.8   | Adjust one's use of spoken, written, and visual language (i.e. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes   | <input checked="" type="checkbox"/> |
|                                     |             | <b>MATH</b>  |                                     |
|                                     |             |  | <b>PRIORITY EXPECTATION</b>         |
| <b>DOMAIN</b>                       | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>   |                                     |
| Ratios & Proportional Relationships |             | <i>Analyze proportional relationships and use them to solve problems</i>   |                                     |
|                                     | m.rpr.7.1   | Compute unit rates, including those that involve complex fractions, with like or different units   | <input checked="" type="checkbox"/> |

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|                           | m.rpr.7.2 | <p>Recognize and represent proportional relationships between quantities</p> <ol style="list-style-type: none"> <li>Determine when two quantities are in a proportional relationship</li> <li>Identify and/or compute the constant proportionality (unit rate); interpret the unit rate as the slope of the graph</li> <li>Explain what a point (x,y) on the graph of a proportional relationship means in terms of the situation</li> <li>Recognize that the graph of any proportional relationship will pass through the origin</li> </ol>  | <input checked="" type="checkbox"/> |
|                           | m.rpr.7.3 | Solve problems involving ratios, rates, percentages, and proportional relationships   |                                     |
|                           | m.rpr.7.4 | <p>Graph proportional relationships</p> <ol style="list-style-type: none"> <li>Interpret the unit rate as the slope of the graph</li> <li>Compare two different proportional relationships</li> </ol>   |                                     |
| Number Sense & Operations |           | <i>Apply and extend previous understandings of operations to add, subtract, multiply, and divide rational numbers</i>   |                                     |
|                           | m.nso.7.1 | <p>Apply and extend previous understandings of numbers to add and subtract rational numbers</p> <ol style="list-style-type: none"> <li>Add and subtract rational numbers</li> <li>Represent addition and subtraction on a horizontal or vertical number line</li> <li>Describe situations and show that a number and its opposite have a sum of 0 (additive inverses)</li> <li>Understand subtraction of rational numbers as adding the additive inverse</li> <li>Determine the distance between two rational numbers on the number line is the absolute value of their difference</li> <li>Interpret sums and differences of rational numbers</li> </ol> | <input checked="" type="checkbox"/> |

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|  | m.nso.7.2 | <p>Apply and extend previous understandings of numbers to multiply and divide rational numbers</p> <p>a. Multiply and divide rational numbers</p> <p>b. Determine that a number and its reciprocal have a product of 1 (multiplicative inverse)</p> <p>c. Understand that every quotient of integers (with non-zero divisor) is a rational number</p> <p>d. Convert a rational number to a decimal</p> <p>e. Understand that all rational numbers can be written as fractions or decimal numbers that terminate or repeat</p> <p>f. Interpret products and quotients of rational numbers by describing real-world contexts</p> | <input checked="" type="checkbox"/> |
|  | m.nso.7.3 | <p>Explore the real number system</p> <p>a. Know the differences between rational and irrational numbers</p> <p>b. Understand that all rational numbers have a decimal expansion that terminates or repeats</p>  |                                     |
| Expressions, Equations, & Inequalities |           | <i>Use of properties of operations to generate equivalent expressions</i>  |                                     |
|  | m.eei.7.1 | Apply properties of operations to simplify and to factor linear algebraic expressions with rational coefficients   | <input checked="" type="checkbox"/> |
|  | m.eei.7.2 | Understand how to use equivalent representation of the same number to clarify quantities in a problem  |                                     |
|  |           | <i>Solve problems using numerical and algebraic expressions and equations</i>  |                                     |
|  | m.eei.7.3 | <p>Solve multi-step problems posed with rational numbers</p> <p>a. Convert between equivalent forms of the same number</p> <p>b. Assess the reasonableness of answers using mental computation and estimation strategies</p>   | <input checked="" type="checkbox"/> |

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|  | m.eei.7.4 | Write and/or solve linear equations in one variable and justify the solution<br>a. Write and solve one-, two-, and multi-step equations (using distributive property and combining like terms)   | <input checked="" type="checkbox"/> |
|  | m.eei.7.5 | Write and/or solve linear inequalities in one variable and justify the solutions<br>a. Write, solve, and graph one-, two-, and multi-step inequalities (using distributive property and combining like terms)                            | <input checked="" type="checkbox"/> |
| Geometry & Measurement                   |           | <i>Draw and describe geometrical figures and describe the relationships between them</i>   |                                     |
|  | m.gm.7.1  | Solve problems involving scale drawings of real objects and geometric figures, including computing actual lengths and areas from a scale drawing at a different scale  |                                     |
|  | m.gm.7.2  | Use a variety of tools to construct geometric shapes<br>a. Determine if provided constraints will create a unique triangle through construction<br>b. Construct special quadrilaterals given specific parameters                         |                                     |
|  | m.gm.7.3  | Understand concepts of circles<br>a. Analyze the relationships among the circumference, the radius, the diameter, the area, and Pi in a circle<br>b. Know and apply the formulas for circumference and area of circles to solve problems |                                     |
|  |           | <i>Apply and extend previous understanding of angle measure, area, and volume</i>  |                                     |
|  | m.gm.7.4  | Use angle properties to write and solve equations for an unknown angle   |                                     |
|  | m.gm.7.5  | Understand the relationship between area, surface area, and volume<br>a. Find the area of triangles, quadrilaterals, and other polygons composed of triangles and rectangles   |                                     |
| Data Analysis, Statistics, & Probability |           | <i>Use random sampling to draw inferences about a population</i>   |                                     |

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| m.dasp.7.1 | <p>Understand that statistics can be used to gain information about a population by examining a sample of the population</p> <p>a. Understand that a sample is a subset of a population</p> <p>b. Understand that generalizations from a sample are valid only if the sample is representative of the population</p> <p><del>c. Understand that random sampling is used to produce representative</del></p> |                                     |
| m.dasp.7.2 | <p>Use data from multiple samples to draw inferences about a population and investigate variability in estimates of the characteristics of interest</p> <p><i>Draw informal comparative inferences about two populations</i></p>  |                                     |
| m.dasp.7.3 | Analyze different data distributions using statistical measures   |                                     |
| m.dasp.7.4 | <p>Compare the numerical measures of center, measures of frequency, and measures of variability from two random samples to draw inferences about the population</p> <p><i>Develop, use, and evaluate probability models</i></p>   | <input checked="" type="checkbox"/> |
| m.dasp.7.5 | <p>Investigate the probability of chance events</p> <p>a. Determine probabilities of simple events</p> <p>b. Understand that the probability of a chance event is a number</p>  |                                     |
| m.dasp.7.6 | <p>Investigate the relationship between theoretical and experimental probabilities for simple events</p> <p>a. Predict outcomes using theoretical probability</p> <p>b. Perform experiments that model theoretical probability</p> <p>c. Compare theoretical and experimental probabilities</p>   |                                     |
| m.dasp.7.7 | <p>Explain possible discrepancies between a developed probability model and observed frequencies</p> <p>a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events</p> <p>b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process</p>                 |                                     |

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|   | m.dasp.7.8  | Find probabilities of compound events using organized lists, tables, tree diagrams, and simulations<br>a. Represent the sample space of a compound event<br>b. Design and use a simulation to generate frequencies for compound events   |                                     |
|   |             | <b>SCIENCE</b>   |                                     |
| <b>DOMAIN</b>                                   | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>   | <b>PRIORITY EXPECTATION</b>         |
| Structure & Function and Information Processing | s.sfip.7.1  | Provide evidence that organisms (unicellular and multicellular) are made of cells and that a single cell must carry out all of the basic functions of life. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.] (*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.)   | <input checked="" type="checkbox"/> |
|   | s.sfip.7.2  | Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.] (*Should be taught through the lens of Catholicism. As Catholic, we believe life begins at the cellular level, and that all life, even non-human, is precious and deserves respect.) | <input checked="" type="checkbox"/> |

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|   | s.sfip.7.3 | Present evidence that body systems interact to carry out key body functions, including providing nutrients and oxygen to cells, removing carbon dioxide and waste from cells and the body, controlling body motion/activity and coordination, and protecting the body.   | <input checked="" type="checkbox"/> |
|   | s.sfip.7.4 | Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]  |                                     |
| Matter & Energy in Organisms & Ecosystems | s.meoe.7.1 | Construct a scientific explanation based on evidence for the role of photosynthesis and cellular respiration in the cycling of matter and flow of energy into and out of organisms. [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]  | <input checked="" type="checkbox"/> |
|   | s.meoe.7.2 | Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.] | <input checked="" type="checkbox"/> |
|   | s.meoe.7.3 | Analyze and interpret data to provide evidence for the effects of resource availability on individual organisms and populations of organisms in an ecosystem. [Clairification statement: emphaisis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]  | <input checked="" type="checkbox"/> |

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|  | s.meoe.7.4 | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]       | <input checked="" type="checkbox"/> |
|  | s.meoe.7.5 | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]   |                                     |
| Interdependent Relationships in Ecosystems | s.ire.7.1  | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.] | <input checked="" type="checkbox"/> |
|  | s.ire.7.2  | Evaluate competing design solutions for maintaining biodiversity and ecosystem services [Clairification statement: examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]   | <input checked="" type="checkbox"/> |

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| <p>Growth Development &amp; Reproduction of Organisms</p> | <p>s.gdro.7.1</p> | <p>Construct an explanation for how characteristic animal behaviors, as well as specialized plant structures, affect the probability of successful reproduction of animals and plants respectively. [Clarification Statement: Examples of animal behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures that affect the probability of plant reproduction could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]</p> |  |
|   | <p>s.gdro.7.2</p> | <p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth, structure, and function of organisms. [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.]</p>   | <p><input checked="" type="checkbox"/></p> |

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|  | s.gdro.7.3 | Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.] (*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, including our bodies, and that all change - including natural changes to our genetic material - is a part of His divine plan.) |                                     |
|  | s.gdro.7.4 | Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation [Clarification statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent to offspring and resulting genetic variation]  | <input checked="" type="checkbox"/> |
|  | s.gdro.7.5 | Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, and farming practices).] (*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)  | <input checked="" type="checkbox"/> |

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| Natural Selection & Adaptations | s.nsa.7.1 | Analyze and interpret evidence from the fossil record to infer patterns of environmental change resulting in extinction and changes to life forms throughout the history of the Earth. [Clarification Statement: Examples of evidence include sets of fossils that indicate an environment, anatomical structures that indicate the function of an organism in the environment, and fossilized tracks that indicate behavior of organisms.] (*Should be taught through the lens of Catholicism. As Catholics, we believe that God is the creator of all things, yet there is no conflict between this belief and the scientific understanding of the Earth's age.) |                                     |
|                                 | s.nsa.7.2 | Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy  | <input checked="" type="checkbox"/> |
|                                 | s.nsa.7.3 | Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships  |                                     |
|                                 | s.nsa.7.4 | Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.] (*Should be taught through the lens of Catholicism. As Catholics, we believe in the natural conception of children.)   | <input checked="" type="checkbox"/> |
|                                 | s.nsa.7.5 | Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (*Should be taught through the lens of Catholicism. As Catholics we believe that God is the creator of all things, and as such, He has a guiding hand in the evolution of species, and the mechanism through which He does this is natural selection.)  | <input checked="" type="checkbox"/> |

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| Engineering Design 6-8 (Must be taught throughout grades 6-8 units of study) | s.ed.7.1    | Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions   |                             |
|  | s.ed.7.2    | Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem  |                             |
|  | s.ed.7.3    | Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success  |                             |
|  | s.ed.7.4    | Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved  |                             |
|  |             | <b>SOCIAL STUDIES</b>   |                             |
| <b>DOMAIN</b>  | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>  | <b>PRIORITY EXPECTATION</b> |
|  |             | <b>GEOGRAPHY</b>  |                             |
| Civics (Governmental Systems & ...)  |             | <i>Tools of Social Science Inquiry</i>  |                             |
|  | ss.wg.c.7.1 | *Using a geographic lens, analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society (*Should be taught through the lens of Catholicism. Governments can neglect their primary purpose that is to protect people from injustice. They can also enact laws and policies that favor one group over another unfairly. Both of these (neglect and unfairness) harm people.) |                             |

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|           | ss.wg.c.7.2 | Analyze current human environmental issues using relevant geographic sources to propose solutions   |  |
|           |             | <i>Settlements (World Geography and Cultures)</i>   |  |
|           | ss.wg.c.7.3 | *Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions (*Should be taught through the lens of Catholicism. The Bible is the source of most Western civilizations' moral laws. Jesus gave us the Golden Rule and told us to love our neighbor as ourselves. Many ideas in the United Nations Declaration of Human Rights come from the Church and from a Judeo-Christian world view.) |  |
|           | ss.wg.c.7.4 | Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws   |  |
| Economics |             | <i>Tools of Social Science Inquiry</i>  |  |
|           | ss.wg.e.7.1 | Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society  |  |
|           |             | <i>Settlements (World Geography and Cultures)</i>   |  |
|           | ss.wg.e.7.2 | Analyze resource availability to explain its causes and impacts on conflict or cooperation  |  |
|           | ss.wg.e.7.3 | Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions   |  |
|           | ss.wg.e.7.4 | Use economic concepts such as GDP, scarcity, and inflation, to describe and compare places and regions  |  |
|           | ss.wg.e.7.5 | Analyze economic systems to explain their impact on peoples' behavior and choices   |  |
| Geography |             | <i>Tools of Social Science Inquiry</i>  |  |
|           | ss.wg.g.7.1 | Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends   |  |
|           | ss.wg.g.7.2 | Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture  |  |

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|                                     | ss.wg.g.7.3 | Locate major cities of the world and key world nations, the world's continents and oceans, and major topographical features of the world  |  |
|                                     |             | <i>Settlements (World Geography and Cultures)</i>   |  |
|                                     | ss.wg.g.7.4 | Describe how physical processes shape the environment of a place  |  |
|                                     | ss.wg.g.7.5 | Describe a variety of ecosystems, and explain where they may be found   |  |
|                                     | ss.wg.g.7.6 | Explain how human- environmental interactions shape people and places   |  |
|                                     | ss.wg.g.7.7 | Explain how the movement of people, goods, and ideas impact world regions   |  |
| History<br>(Continuity &<br>Change) |             | <i>Tools of Social Science Inquiry</i>  |  |
|                                     | ss.wg.h.7.1 | Create and use historical maps and timelines in order to represent continuity and change within and among regions over time   |  |
|                                     | ss.wg.h.7.2 | Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions  |  |
|                                     | ss.wg.h.7.3 | With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product that applies an aspect of geography to a contemporary issue |  |
|                                     | ss.wg.h.7.4 | Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of views represented in the resources   |  |
|                                     | ss.wg.h.7.5 | Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem  |  |
|                                     |             | <i>Settlements (World Geography and Cultures)</i>   |  |
|                                     | ss.wg.h.7.6 | Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place  |  |
|                                     | ss.wg.h.7.7 | Explain how forces of nature impact historic and current conflicts and cooperation  |  |

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|                            | ss.wg.h.7.8   | Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions   |  |
|                            |               | <i>Conflict &amp; Crisis</i>   |  |
|                            | ss.wg.h.7.9   | Debate the development of and issues surrounding modern border disputes  |  |
| People, Groups, & Cultures |               | <i>Tools of Social Science Inquiry</i>   |  |
|                            | ss.wg.pgc.7.1 | Analyze material culture to explain a people's perspective and use of place  |  |
|                            | ss.wg.pgc.7.2 | Explain how the physical and human characteristics of places and regions are connected to human identities and cultures  |  |
|                            |               | <i>Settlements (World Geography and Cultures)</i>  |  |
|                            | ss.wg.pgc.7.3 | Compare and contrast the human characteristics within and among regions  |  |
|                            | ss.wg.pgc.7.4 | Explain how groups and institutions of a place develop to meet peoples' needs  |  |
|                            | ss.wg.pgc.7.5 | Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions  |  |
|                            | ss.wg.pgc.7.6 | *Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures (*Should be taught through the lens of Catholicism. Christian communities hold truth in the highest regard - it is from this and from the Bible that we know about natural law. These attributes make Christianity distinct from other religions.) |  |
|                            | ss.wg.pgc.7.7 | Describe how a peoples' culture is expressed through their art, architecture, and literature   |  |
|                            |               | <b>WORLD HISTORY</b>   |  |

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|---|--------------|--|--|
| Civics<br>(Governmental<br>Systems &<br>Principles) |              | <i>Tools of Social Science Inquiry</i>   |  |
|   | ss.wh.c.7.1  | Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history  |  |
|   |              | <i>Settlements (Geography's Impact)</i>  |  |
|   | ss.wh.c.7.2  | Explain the origins, functions, and structure of monarchies, theocracies, city states, empires, and dynasties                          |  |
|   | ss.wh.c.7.3  | Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires     |  |
|   | ss.wh.c.7.4  | Explain how the codification of law impacted early civilizations   |  |
|   |              | <i>Founding (Foundations of Representative Government)</i>   |  |
|   | ss.wh.c.7.5  | Explain the origins, functions, and structure of governmental systems within classical civilizations                                   |  |
|   | ss.wh.c.7.6  | Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty |  |
|   | ss.wh.c.7.7  | Explain how the rule of law developed from a written code of laws, as well as concepts of separation of powers and checks and balances |  |
|   |              | <i>Expansion (Regional Interconnectedness and Conflict)</i>  |  |
|   | ss.wh.c.7.8  | Explain the origins, functions, and structure of governmental systems within civilizations   |  |
|   | ss.wh.c.7.9  | Explain how concepts such as the rule of law, limited government, and due process are developed through the Magna Carta and other      |  |
|   | ss.wh.c.7.10 | Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies                |  |
| Economics   |              | <i>Tools of Social Science Inquiry</i>   |  |

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|           | ss.wh.e.7.1 | Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals            |  |
|           |             | <i>Settlements (Geography's Impact)</i>   |  |
|           | ss.wh.e.7.2 | Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor                             |  |
|           | ss.wh.e.7.3 | Explain how standardization affects the early stability of a society  |  |
|           |             | <i>Founding (Foundations of Representative Government)</i>  |  |
|           | ss.wh.e.7.4 | Describe trade patterns and how they influence the movement of resources, goods, and services   |  |
|           | ss.wh.e.7.5 | Explain how standardization impacts the stability of a civilization   |  |
|           | ss.wh.e.7.6 | Explain how political and economic stability affects the well-being of individuals and society  |  |
|           |             | <i>Expansion (Regional Interconnectedness and Conflict)</i>   |  |
|           | ss.wh.e.7.7 | Explain how inter- regional trade intensified the exchange of goods, ideas, and people  |  |
| Geography |             | <i>Tools of Social Science Inquiry</i>  |  |
|           | ss.wh.g.7.1 | Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history                  |  |
|           | ss.wh.g.7.2 | Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions                                   |  |
|           | ss.wh.g.7.3 | Locate the following: major cities of the world and key world nations; the world's continents and oceans; and major topographical features of the world |  |
|           |             | <i>Settlements (Geography's Impact)</i>   |  |
|           | ss.wh.g.7.4 | Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations                              |  |
|           | ss.wh.g.7.5 | Analyze the cultural characteristics of civilizations to explain how they are similar and different   |  |

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|                                     | ss.wh.g.7.6 | Explain how various characteristics of civilizations are connected to identities and cultures   |  |
|                                     |             | <i>Founding (Foundations of Representative Government)</i>  |  |
|                                     | ss.wh.g.7.7 | Explain the significance of physical geography to the development of classical civilizations  |  |
|                                     | ss.wh.g.7.8 | Identify the effect of natural forces upon human activities   |  |
| History<br>(Continuity &<br>Change) |             | <i>Tools of Social Science Inquiry</i>  |  |
|                                     | ss.wh.h.7.1 | Create and use tools to analyze a chronological sequence of related events in world history   |  |
|                                     | ss.wh.h.7.2 | Explain connections between historical context and peoples' perspectives at the time in world history   |  |
|                                     | ss.wh.h.7.3 | With assistance, develop a research plan, identify appropriate resources for investigating social studies topics, and create a research product that applies an aspect of world history to a contemporary issue |  |
|                                     | ss.wh.h.7.4 | Using an inquiry lens, develop compelling questions about world history to determine helpful resources and consider multiple points of view represented in the resources  |  |
|                                     | ss.wh.h.7.5 | Analyze the causes and consequences of a specific problem in world history as well as the challenges and opportunities faced by those trying to address the problem   |  |
|                                     |             | <i>Settlements (Geography's Impact)</i>   |  |
|                                     | ss.wh.h.7.6 | Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas   |  |
|                                     | ss.wh.h.7.7 | Analyze the role early civilizations had in shaping concepts of government, law, and social order   |  |
|                                     |             | <i>Founding (Foundations of Representative Government)</i>  |  |

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|                            | ss.wh.h.7.8   | Analyze the rise and fall of classical civilizations to determine their significance to future societies   |  |
|                            | ss.wh.h.7.9   | Trace the impact of conflicts, competition, and cooperation within and among classical civilizations   |  |
|                            |               | <i>Expansion (Regional Interconnectedness and Conflict)</i>  |  |
|                            | ss.wh.h.7.10  | Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan                     |  |
|                            | ss.wh.h.7.11  | Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa                                     |  |
|                            | ss.wh.h.7.12  | Analyze how the Crusades and Black Death affected existing societies in Europe, Asia, and Africa   |  |
|                            | ss.wh.h.7.13  | Analyze the cultures of civilizations in sub- Saharan Africa, Mesoamerica, and Andean South America  |  |
| People, Groups, & Cultures |               | <i>Tools of Social Science Inquiry</i>   |  |
|                            | ss.wh.pgc.7.1 | Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created   |  |
|                            | ss.wh.pgc.7.2 | Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples  |  |
|                            |               | <i>Settlements (Geography's Impact)</i>  |  |
|                            | ss.wh.pgc.7.3 | Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations                       |  |
|                            | ss.wh.pgc.7.4 | Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism  |  |
|                            | ss.wh.pgc.7.5 | Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies |  |
|                            | ss.wh.pgc.7.6 | Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations                    |  |
|                            |               | <i>Founding (Foundations of Representative Government)</i>   |  |

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|                   | ss.wh.pgc.7.7  | Explain the significance of art, mythology, literature, and philosophy to the culture and social order of classical civilizations                                 |                             |
|                   | ss.wh.pgc.7.8  | Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations                                 |                             |
|                   | ss.wh.pgc.7.9  | Analyze the extent and impact of cultural diffusion that results from empire building   |                             |
|                   | ss.wh.pgc.7.10 | *From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity (Should be taught through the lens of Catholicism) |                             |
|                   |                | <i>Expansion (Regional Interconnectedness and Conflict)</i>   |                             |
|                   | ss.wh.pgc.7.11 | Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African, and Mesoamerican civilizations           |                             |
|                   | ss.wh.pgc.7.12 | From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam  |                             |
|                   | ss.wh.pgc.7.13 | Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions                                       |                             |
|                   | ss.wh.pgc.7.14 | Analyze the causes and effects of the changing roles of class, ethnicity, race, gender, and age on world cultures   |                             |
|                   |                | <b>6-8 TECHNOLOGY</b>   |                             |
| <b>DOMAIN</b>     | <b>CODE</b>    | <b>ARCHDIOCESAN EXPECTATIONS</b>  | <b>PRIORITY EXPECTATION</b> |
| Computing Systems | t.cs.6-8.1     | Evaluate the design of computing devices, based on the characteristics of each device and how users interact with it, to improve the overall user experience      |                             |
|                   | t.cs.6-8.2     | Design projects that combine hardware and software to collect and exchange data   |                             |

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|                          | t.cs.6-8.3  | Develop a systematic troubleshooting routine to identify the problem, research solutions, and fix problems with computing devices, components, and software | <input checked="" type="checkbox"/> |
| Networks & Internet      | t.ni.6-8.1  | Model the different ways that data is transferred across a network and the protocols used to transmit the data  |                                     |
|                          | t.ni.6-8.2  | Recognize and determine computer threats and be able to identify programs and methods to protect electronic information                                     | <input checked="" type="checkbox"/> |
|                          | t.ni.6-8.3  | Demonstrate how data is transmitted through multiple methods of encryption  |                                     |
| Data & Analysis          | t.da.6-8.1  | Represent data using multiple encoding schemes  |                                     |
|                          | t.da.6-8.2  | Collect data using computational tools and display it for the end user in an easy to understand way   | <input checked="" type="checkbox"/> |
| Algorithms & Programming | t.ap.6-8.1  | Analyze methods to refine computational models based on received data   |                                     |
|                          | t.ap.6-8.2  | Design algorithms with flow charts and/or pseudocode to show solutions to complex problems  |                                     |
|                          | t.ap.6-8.3  | Create clearly named variables to store and manipulate information  |                                     |
|                          | t.ap.6-8.4  | Design and develop combinations of control structures, nested loops, and compound conditionals  | <input checked="" type="checkbox"/> |
|                          | t.ap.6-8.5  | Decompose problems and sub problems into parts to facilitate the design, implementation, and review of programs   |                                     |
|                          | t.ap.6-8.6  | Create procedures with parameters to organize code and make it easier to reuse  |                                     |
|                          | t.ap.6-8.7  | Use feedback from team members and users to refine solutions to meet user needs   |                                     |
|                          | t.ap.6-8.8  | Use flowcharts and/or pseudocode to solve problems using algorithms   | <input checked="" type="checkbox"/> |
|                          | t.ap.6-8.9  | Test and refine programs using a range of test cases  |                                     |
|                          | t.ap.6-8.10 | Manage project tasks and timelines when collaboratively developing computational artifacts  |                                     |

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| Digital Citizenship | t.dc.6-8.1  | Compare tradeoffs associated with computing technologies that have impacted people's activities, careers, and lives when solving global problems using the power of computing                 | <input checked="" type="checkbox"/> |
|                     | t.dc.6-8.2  | Give proper attribution to code, media, etc. that are used in projects  | <input checked="" type="checkbox"/> |
|                     | t.dc.6-8.3  | Discuss issues of bias and accessibility in the design of existing technologies   |                                     |
|                     | t.dc.6-8.4  | Collaborate through strategies such as crowdsourcing or surveys when creating a computational artifact  |                                     |
|                     | t.dc.6-8.5  | Describe tradeoffs between allowing information to be public and keeping information private and secure   | <input checked="" type="checkbox"/> |
| Innovative designer | t.id.6-8.1  | Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems   | <input checked="" type="checkbox"/> |
|                     | t.id.6-8.2  | Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk  | <input checked="" type="checkbox"/> |
|                     | t.id.6-8.3  | Develop, test, and refine prototypes as part of a cyclical design process   | <input checked="" type="checkbox"/> |
|                     |             | <b>ART</b>  |                                     |
| <b>DOMAIN</b>       | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>  | <b>PRIORITY EXPECTATION</b>         |
| Create              | a.cr.7.1    | Apply methods to overcome creative blocks   | <input checked="" type="checkbox"/> |
|                     | a.cr.7.2    | Develop criteria to guide making a work of art or design to meet an identified goal   | <input checked="" type="checkbox"/> |
|                     | a.cr.7.3    | Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design   | <input checked="" type="checkbox"/> |
|                     | a.cr.7.4    | Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the internet, social media, and other communication formats | <input checked="" type="checkbox"/> |
|                     | a.cr.7.5    | Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas   |                                     |

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|               | a.cr.7.6    | Reflect on and explain important information about personal artwork in an artist statement or another format   | <input checked="" type="checkbox"/> |
| Present       | a.p.7.1     | Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced  | <input checked="" type="checkbox"/> |
|               | a.p.7.2     | Based on criteria, analyze and evaluate methods for preparing and presenting art   |                                     |
|               | a.p.7.3     | Compare and contrast viewing and experiencing collections and exhibitions in different venues  | <input checked="" type="checkbox"/> |
| Respond       | a.r.7.1     | Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued   |                                     |
|               | a.r.7.2     | Analyze multiple ways that images influence specific audiences   | <input checked="" type="checkbox"/> |
|               | a.r.7.3     | Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed |                                     |
|               | a.r.7.4     | Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria                           | <input checked="" type="checkbox"/> |
| Connect       | a.co.7.1    | Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community                                       |                                     |
|               | a.co.7.2    | Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses  | <input checked="" type="checkbox"/> |
|               |             | <b>MUSIC</b>   |                                     |
| <b>DOMAIN</b> | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>   | <b>PRIORITY EXPECTATION</b>         |
| Create        | mu.cr.7.1   | Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent                            | <input checked="" type="checkbox"/> |

|         |           |   |                                     |
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|         | mu.cr.7.2 | Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent   |                                     |
|         | mu.cr.7.3 | Use standard notation and/or audio visual recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences   |                                     |
|         | mu.cr.7.4 | Evaluate one's own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources  | <input checked="" type="checkbox"/> |
|         | mu.cr.7.5 | Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers)  |                                     |
|         | mu.cr.7.6 | Present the final version of one's documented personal composition, song, or arrangement using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent   |                                     |
| Perform | mu.p.7.1  | Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each  |                                     |
|         | mu.p.7.2  | When analyzing selected music in treble and bass clef, read, identify, and perform standard symbols for rhythm, pitch, articulation, dynamics, tempo, form, and harmonic progression  | <input checked="" type="checkbox"/> |
|         | mu.p.7.3  | Identify how cultural and historical context inform performances and result in different music interpretations  | <input checked="" type="checkbox"/> |
|         | mu.p.7.4  | Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent   |                                     |
|         | mu.p.7.5  | Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform | <input checked="" type="checkbox"/> |
|         | mu.p.7.6  | Perform music with technical accuracy and stylistic expression to convey the creator's intent   | <input checked="" type="checkbox"/> |

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|                                | mu.p.7.7    | Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context  | <input checked="" type="checkbox"/> |
| Respond                        | mu.r.7.1    | Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose  |                                     |
|                                | mu.r.7.2    | Demonstrate and explain how responses to music are informed by the structure, the use of elements of music, and context (such and social and cultural)   | <input checked="" type="checkbox"/> |
|                                | mu.r.7.3    | Identify and compare the context of music from a variety of genres, cultures, and historical periods   |                                     |
|                                | mu.r.7.4    | Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent | <input checked="" type="checkbox"/> |
|                                | mu.r.7.5    | Select from teacher-provided criteria to evaluate musical works or performances  |                                     |
| Connect                        | mu.co.7.1   | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music  | <input checked="" type="checkbox"/> |
|                                | mu.co.7.2   | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life  | <input checked="" type="checkbox"/> |
|                                |             | <b>PE &amp; HEALTH</b>   |                                     |
| <b>DOMAIN</b>                  | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>   | <b>PRIORITY EXPECTATION</b>         |
| Movement & Manipulative Skills | peh.mms.7.1 | Demonstrate competency in a variety of motor skills and movement patterns  | <input checked="" type="checkbox"/> |
| Strategy & Applying Skills     | peh.sas.7.1 | Analyze and Communicate strategic thinking in a variety of team-oriented games and activities  | <input checked="" type="checkbox"/> |

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|                        | peh.sas.7.2 | Work cooperatively to apply strategies in team activities   | ✓                           |
| Health & Fitness       | peh.hf.7.1  | Engage in aerobic physical activity in a variety of individual and team-oriented games and activities   | ✓                           |
|                        | peh.hf.7.2  | Identify the components of health-related fitness and strategies/skills to improve in all areas/components. Implement strategies and reflect on one's progress over time                                      |                             |
|                        | peh.hf.7.3  | Establish, measure, and monitor a self-selected physical activity goal for health and skill related components of fitness (i.e. FITT formula, activity log)   | ✓                           |
|                        | peh.hf.7.4  | Identify the major muscle groups used in a variety of physical activities and describe how muscles work in pairs to create movement   | ✓                           |
|                        | peh.hf.7.5  | Identify healthy and unhealthy foods in each basic food group, compare and contrast their nutritional values, and cite evidence when explaining the importance of selecting appropriate servings and portions | ✓                           |
|                        | peh.hf.7.6  | Explain the importance of being physically active throughout one's life span and how an active life style can reduce the risk of chronic disease  | ✓                           |
|                        | peh.hf.7.7  | Identify positive and negative effects of stress and appropriate strategies to combat and manage/eliminate the negative effects. Implement strategies and reflect on one's progress over time                 | ✓                           |
|                        | peh.hf.7.8  | Create an appropriate routine of stretching, warm-up, and cool-down activities  | ✓                           |
| Attitude & Behavior    | peh.ab.7.1  | Exhibit responsible personal and social behavior that respects self and others  | ✓                           |
| <b>WORLD LANGUAGES</b> |             |   |                             |
| <b>DOMAIN</b>          | <b>CODE</b> | <b>ARCHDIOCESAN EXPECTATIONS</b>  | <b>PRIORITY EXPECTATION</b> |
|                        |             | <b>Novice-Low: With significant teacher support, student can...</b>   |                             |
| Communication          |             | <i>Engage in conversations, providing and obtaining information in the target language</i>  |                             |

|                        |              |  |                                     |
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|                        | wl.comm.nl.1 | Recite the Sign of the Cross and Hail Mary   | <input checked="" type="checkbox"/> |
|                        | wl.comm.nl.2 | Use courtesies, greetings, and salutations in appropriate situations (orally and basic, simple writing)  | <input checked="" type="checkbox"/> |
|                        | wl.comm.nl.3 | Ask and respond to basic questions using interrogative words and vocabulary (orally and basic, simple writing)   | <input checked="" type="checkbox"/> |
|                        | wl.comm.nl.4 | Recite alphabet letter names and their sounds as a class in consecutive order  | <input checked="" type="checkbox"/> |
|                        | wl.comm.nl.5 | Engage in basic conversations in target language.  |                                     |
| Comprehension          |              | <i>Understand written and spoken text in the target language on a variety of topics</i>  |                                     |
|                        | wl.comp.nl.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support and by applying prior knowledge                       | <input checked="" type="checkbox"/> |
|                        | wl.comp.nl.2 | Listen to age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge                     | <input checked="" type="checkbox"/> |
|                        | wl.comp.nl.3 | Respond to basic classroom commands and questions given in the target language   | <input checked="" type="checkbox"/> |
|                        | wl.comp.nl.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text  |                                     |
| Vocabulary Acquisition |              | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> |                                     |
|                        |              | <i>Vocabulary Topics:</i>  |                                     |
|                        | wl.va.nl.1   | calendar   | <input checked="" type="checkbox"/> |
|                        | wl.va.nl.2   | cardinal numbers 0-30  | <input checked="" type="checkbox"/> |
|                        | wl.va.nl.3   | weather  |                                     |
|                        | wl.va.nl.4   | animals  |                                     |
|                        | wl.va.nl.5   | classroom objects  |                                     |
|                        | wl.va.nl.6   | basic affirmative, familiar commands (interpret and apply them)  | <input checked="" type="checkbox"/> |
|                        | wl.va.nl.7   | food   |                                     |

|                     |              |  |                                     |
|---------------------|--------------|--|-------------------------------------|
|                     | wl.va.nl.8   | singular possessive adjectives   | <input checked="" type="checkbox"/> |
|                     | wl.va.nl.9   | family   | <input checked="" type="checkbox"/> |
|                     | wl.va.nl.10  | body   |                                     |
|                     | wl.va.nl.11  | descriptive adjectives   |                                     |
|                     | wl.va.nl.12  | interrogative words  | <input checked="" type="checkbox"/> |
|                     | wl.va.nl.13  | definite and indefinite articles   |                                     |
| Geography & Culture |              | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> |                                     |
|                     | wl.geoc.nl.1 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken  |                                     |
|                     | wl.geoc.nl.2 | Discuss aspects of traditions, perspectives, and daily life in countries where the target language is spoken   |                                     |
|                     | wl.geoc.nl.3 | Discuss similarities and differences of target language and one's own native language  |                                     |
| Grammar Concepts    |              | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>   |                                     |
|                     | wl.grc.nl.1  | Identify gender of nouns and adjectives  |                                     |
|                     | wl.grc.nl.2  | Use the verbs "I am" and "I have" in simple sentences orally   | <input checked="" type="checkbox"/> |
|                     | wl.grc.nl.3  | Conjugate the verb "to like" in present tense 1st and 2nd person to express likes and dislikes   | <input checked="" type="checkbox"/> |
|                     |              | <b>Novice-Mid: With moderate teacher support, student can consistently...</b>  |                                     |
| Communication       |              | <i>Engage in conversations, providing and obtaining information in the target language</i>   |                                     |
|                     | wl.comm.nm.1 | Recite the Sign of the Cross, Hail Mary, and Our Father from memory  | <input checked="" type="checkbox"/> |
|                     | wl.comm.nm.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally  |                                     |

|                        |              |  |                                     |
|------------------------|--------------|--|-------------------------------------|
|                        | wl.comm.nm.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally   | <input checked="" type="checkbox"/> |
|                        | wl.comm.nm.4 | State the name and sound of each letter of the alphabet and apply in oral and written expression   | <input checked="" type="checkbox"/> |
|                        | wl.comm.nm.5 | Engage in basic conversations in the target language using targeted vocabulary and grammar   | <input checked="" type="checkbox"/> |
|                        | wl.comm.nm.6 | Produce target vocabulary written and orally   |                                     |
|                        | wl.comm.nm.7 | Write simple sentences in the target language on various topics using targeted vocabulary and grammar concepts   |                                     |
| Comprehension          |              | <i>Understand written and spoken text in the target language on a variety of topics</i>  |                                     |
|                        | wl.comp.nm.1 | Recognize familiar words, phrases, and questions (written and spoken) with visual/contextual support by applying prior knowledge                           | <input checked="" type="checkbox"/> |
|                        | wl.comp.nm.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge                    | <input checked="" type="checkbox"/> |
|                        | wl.comp.nm.3 | Respond to classroom commands and questions given in the target language   | <input checked="" type="checkbox"/> |
|                        | wl.comp.nm.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text  |                                     |
| Vocabulary Acquisition |              | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i> |                                     |
|                        |              | <i>Vocabulary Topics:</i>  |                                     |
|                        | wl.va.nm.1   | calendar   | <input checked="" type="checkbox"/> |
|                        | wl.va.nm.2   | cardinal numbers 0-2,000   | <input checked="" type="checkbox"/> |
|                        | wl.va.nm.3   | weather  | <input checked="" type="checkbox"/> |
|                        | wl.va.nm.4   | time (hours + minutes)   | <input checked="" type="checkbox"/> |
|                        | wl.va.nm.5   | animals  |                                     |
|                        | wl.va.nm.6   | school subjects and classroom objects  |                                     |

|                     |              |   |   |
|---------------------|--------------|---|---|
|                     | wl.va.nm.7   | sports and leisure activities   |   |
|                     | wl.va.nm.8   | food  | ✓ |
|                     | wl.va.nm.9   | singular and plural possessive adjectives   | ✓ |
|                     | wl.va.nm.10  | family  | ✓ |
|                     | wl.va.nm.11  | body  | ✓ |
|                     | wl.va.nm.12  | descriptive adjectives  |   |
|                     | wl.va.nm.13  | clothing  |   |
|                     | wl.va.nm.14  | interrogative words   | ✓ |
|                     | wl.va.nm.15  | definite and indefinite articles  | ✓ |
|                     | wl.va.nm.16  | general prepositions (i.e. of, with)  |   |
|                     | wl.va.nm.17  | common infinitives  | ✓ |
| Geography & Culture |              | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i>            |   |
|                     | wl.geoc.nm.1 | Identify location of countries/continents where target language is spoken on map (In Spanish: Mexico, Spain, Caribbean Islands, Central America, and South America)           | ✓ |
|                     | wl.geoc.nm.2 | Identify major traditional holidays and/or events celebrated in countries where the target language is spoken   |   |
|                     | wl.geoc.nm.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | ✓ |
|                     | wl.geoc.nm.4 | Compare/contrast similarities and differences of target language with one's own native language   |   |
| Grammar Concepts    |              | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>  |   |
|                     | wl.grc.nm.1  | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles  | ✓ |

|               |              |   |                                     |
|---------------|--------------|---|-------------------------------------|
|               | wl.grc.nm.2  | Apply basic rules of word order (adjectives comes after nouns in Spanish)   | <input checked="" type="checkbox"/> |
|               | wl.grc.nm.3  | Recognize subject pronouns in the target language   |                                     |
|               | wl.grc.nm.4  | Conjugate the verb "to like" for singular subject pronouns to express likes and dislikes  |                                     |
|               |              | <b>Novice-High: With little to no teacher support, student can independently and consistently...</b>                                    |                                     |
| Communication |              | <i>Engage in conversations, provide and obtain information in the target language</i>   |                                     |
|               | wl.comm.nh.1 | Recite the Sign of the Cross, Hail Mary, Our Father, and Glory Be from memory   | <input checked="" type="checkbox"/> |
|               | wl.comm.nh.2 | Use courtesies, greetings, and salutations in appropriate situations written and orally   | <input checked="" type="checkbox"/> |
|               | wl.comm.nh.3 | Ask and respond to basic questions using interrogative words and vocabulary written and orally  | <input checked="" type="checkbox"/> |
|               | wl.comm.nh.4 | Say alphabet letter names and their sounds in random order (not consecutive order)  |                                     |
|               | wl.comm.nh.5 | Engage in basic conversations in the target language  | <input checked="" type="checkbox"/> |
|               | wl.comm.nh.6 | Produce target vocabulary with accuracy written and orally  | <input checked="" type="checkbox"/> |
|               | wl.comm.nh.7 | Write simple paragraphs in the target language on various topics using targeted vocabulary and grammar concepts                         |                                     |
| Comprehension |              | <i>Understand written and spoken text in the target language on a variety of topics</i>   |                                     |
|               | wl.comp.nh.1 | Recognize familiar words, phrases, and questions written and spoken with visual/contextual support and by applying prior knowledge      | <input checked="" type="checkbox"/> |
|               | wl.comp.nh.2 | Comprehend age and level-appropriate reading passages in target language with visual/contextual support and by applying prior knowledge | <input checked="" type="checkbox"/> |
|               | wl.comp.nh.3 | Respond to classroom commands and questions given in the target language  | <input checked="" type="checkbox"/> |

|                        |              |  |   |
|------------------------|--------------|--|---|
|                        | wl.comp.nh.4 | Listen to native speech of the target language and discuss topics, words, and sounds from the spoken text  |   |
| Vocabulary Acquisition |              | <i>Demonstrate understanding of target vocabulary by using words and phrases correctly during class discussions, conversations, and sentence formation</i>         |   |
|                        |              | <i>Vocabulary Topics:</i>  |   |
|                        | wl.va.nh.1   | calendar   |   |
|                        | wl.va.nh.2   | cardinal numbers 0-1 million   | ✓ |
|                        | wl.va.nh.3   | ordinal numbers first-tenth  | ✓ |
|                        | wl.va.nh.4   | time (chronology and time-referenced vocabulary; i.e. later, going to do something, in the morning)  | ✓ |
|                        | wl.va.nh.5   | sports and leisure activities  |   |
|                        | wl.va.nh.6   | food (and how to order a meal in a restaurant)   | ✓ |
|                        | wl.va.nh.7   | singular and plural possessive adjectives and agreement  | ✓ |
|                        | wl.va.nh.8   | family   | ✓ |
|                        | wl.va.nh.9   | body   | ✓ |
|                        | wl.va.nh.10  | descriptive adjectives   | ✓ |
|                        | wl.va.nh.11  | shopping and clothing  |   |
|                        | wl.va.nh.12  | modes of transportation  |   |
|                        | wl.va.nh.13  | prepositions of place (i.e. in back of, underneath)  | ✓ |
|                        | wl.va.nh.14  | common idiomatic expressions and phrases using irregular verbs (i.e. "tener que" phrases in Spanish)   |   |
|                        | wl.va.nh.15  | common prefixes and suffixes   |   |
|                        | wl.va.nh.16  | common infinitives   | ✓ |
| Geography & Culture    |              | <i>Demonstrate understanding of different cultures by learning about traditions, perspectives, and daily life in countries where the target language is spoken</i> |   |

|                  |              |   |   |
|------------------|--------------|---|---|
|                  | wl.geoc.nh.1 | Identify location of all countries/continents where target language is spoken on a map  |   |
|                  | wl.geoc.nh.2 | Explain major traditional holidays and/or events celebrated in countries where the target language is spoken  | ✓ |
|                  | wl.geoc.nh.3 | Compare/contrast aspects of traditions, perspectives, and daily life in countries where the target language is spoken with one's own traditions, perspectives, and daily life | ✓ |
|                  | wl.geoc.nh.4 | Compare/contrast similarities and differences of target language with one's own native language   |   |
| Grammar Concepts |              | <i>Demonstrate knowledge of conventions of standard grammar of the target language when writing and speaking</i>  |   |
|                  | wl.grc.nh.1  | Apply rule of gender and number agreement with nouns, adjectives, and definite/indefinite articles  | ✓ |
|                  | wl.grc.nh.2  | Apply basic rules of word order (adjectives comes after nouns in Spanish)   | ✓ |
|                  | wl.grc.nh.3  | Use all subject pronouns in the target language   | ✓ |
|                  | wl.grc.nh.4  | Conjugate regular verbs in the present tense (regular AR,ER,IR verbs in Spanish) and use them in writing and speech   | ✓ |
|                  | wl.grc.nh.5  | Conjugate regular verbs in the present progressive tense  |   |
|                  | wl.grc.nh.6  | Conjugate the verb "to be" and use in writing and speech  | ✓ |
|                  | wl.grc.nh.7  | Conjugate the simple/informal future tense ("Ir + a + infinitive" in Spanish) to express what one is "going to do"  | ✓ |
|                  | wl.grc.nh.8  | Conjugate common irregular verbs in the present tense   | ✓ |
|                  | wl.grc.nh.9  | Conjugate the verb "to like" in singular and plural forms to express likes and dislikes   | ✓ |